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AUTHOR	NOLTE, CHESTER M., ED.; MURREY, WILLIAM A., JR., ED.
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ABSTRACT

THE FAILURE OF SCHOOL DISTRICT PUBLIC RELATIONS HAS BEEN THE MOST COMMON REASON FOR THE DISMISSAL OF OTHERWISE COMPETENT SCHOOL ADMINISTRATORS. IN AN EFFORT TO COUNTERACT THIS WEAKNESS, A 2-WEEK WORKSHOP WAS ORGANIZED BY THE SCHOOL OF EDUCATION AT THE UNIVERSITY OF DENVER IN THE SUMMER OF 1969 TO PROVIDE TRAINING IN PUBLIC RELATIONS TECHNIQUES. THE FORMAT OF THE CONFERENCE INCLUDED A FIELD SURVEY OF AURORA, A DENVER SUBURB. THE INTERVIEWEES INCLUDED SAMPLINGS FROM SINGLE FAMILY DWELLINGS, SCHOOLS, APARTMENT DWELLINGS, TRAILER COURTS, AND BUSINESSES. WITH THIS FEEDBACK, A PUBLIC RELATIONS STRATEGY WAS OUTLINED WITH MATERIALS AND METHODS SUBSEQUENTLY DEVELOPED TO MEET THE INDICATED NEEDS. REPORTS ON A SYSTEM OF INTERNAL COMMUNICATIONS FOR AURORA, USE OF MASS MEDIA AND THE SPOKEN WORD, AND A SYSTEM FOR SPECIAL CAMPAIGNS AND PROJECTS ARE INCLUDED IN THE REPORT. (LN)

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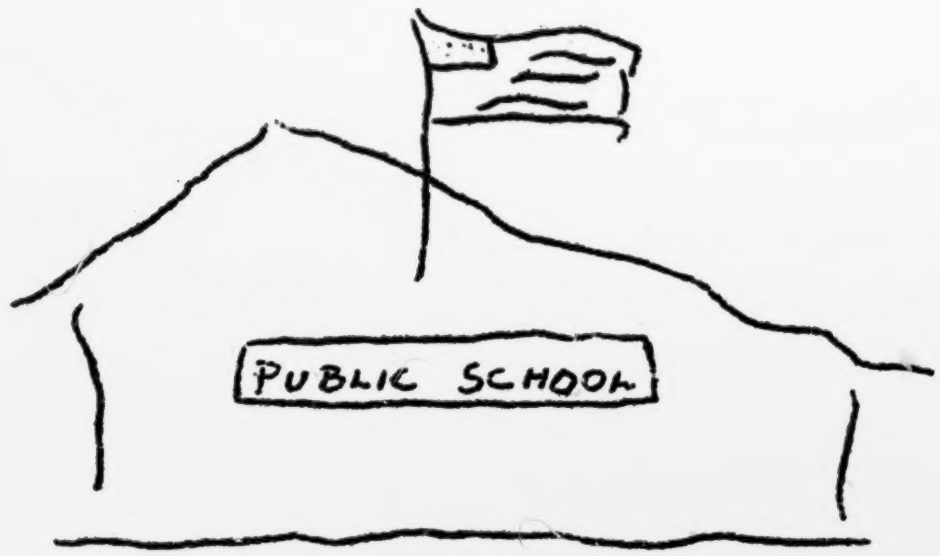

PUIBLIC RELATIONS STRATEGY

Report of a Work Conference

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AURORA:
A CASE STUDY
OF PUBLIC RELATIONS STRATEGY

Report of The Work Conference
July 14-25, 1969

M. Chester Nolte
and
William A. Murrey, Jr.
Editors

September, 1969

University of Denver Denver, Colorado

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THE CONSULTANTS

Mr. Jack Mumey
Director, Alumni Relations
University of Denver

Mrs. Ruth R. Kelley
Director, Publications
University of Denver

Mr. William A. Murray, Jr.
Director, Informational Services
Aurora Public Schools

Dr. J. Roland Ingraham, Jr.
Superintendent of Schools
Aurora Public Schools

Col. James F. Sunderman
Director of Information
U.S. Air Force Academy

Mrs. Ellen Mrachek
Vice-President
Aurora Board of Education
Aurora Public Schools

Mrs. Joan Iverson, Chairman
Aurora Citizens Committee
on Community Relations
Aurora Public Schools

Mr. E.J. Gridley, Chairman
Aurora Citizens Committee
for Good Schools
Aurora Public Schools

Mr. Buford Plemmons, Director
Information and Research
Poudre R-1 School District
Fort Collins, Colorado

Dr. M. Chester Nolte
Professor of Education
University of Denver
Coordinator

GRADUATE ASSISTANT

Mr. William A. Murray, Jr.

TYPISTS

Miss Carol Gatterman
Mrs. Marion Hitchman
Mrs. Barbara Howe
Miss Jean Johnson
Mrs. Helen Olson

Copies of this report are available through the Bureau of Educational Research, University of Denver, Denver, Colorado 80210.

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INTRODUCTION

Ours is an age of communications, yet an unprecedented "credibility gap" exists between the homes and schools of the nation. Professor Lindley J. Stiles of Northwestern University, a noted educator and public relations expert, pointed out that "schools and communities no longer are able to communicate with each other." Dr. Stiles continues:

> The tragic results are familiar to all: more school administrators are fired for failure to maintain effective communications than for any other reason. In many cases, school officials get in trouble because they do not have the help of specialists in educational public information. Some do not know that they need assistance; others are unable to make effective use of specialists in this field on their staff; some cannot find specialists to employ.*

This neglect or lack of skill in "telling the school story like it is" led to the decision on the part of the School of Education, University of Denver, to provide during the summer of 1969 a work conference to help school people learn more about public relations strategy. Based on the assumption that the best job is done only after finding out how the people feel about their schools, the two weeks' conference had two objectives: (1) to ask people in the field about their schools, and (2) to develop public relations materials and strategy congruent with the needs discovered. This report is about those two weeks, and what happened to the 35 participants as they labored together in the Aurora school district to accomplish these purposes.

During the first week, five task forces collected information from citizens living in single family dwellings, apartments, trailers,

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*Lindley J. Stiles, "Policy and Perspective," Journal of Educational Research, Dec., 1968.

and those who were in business in Aurora and those who taught there. Their reports may be found in Section II. The second week, other task forces worked at developing better strategy systems for telling the school story, using the data collected from the field during the first week. Their findings may be found in Section III.

Section I is composed of information about the Aurora school district, plus words of wisdom distilled from the talks of the public relations experts who appeared before the group from time to time. The questionnaire used during the first week can be found in Appendix B. Finally, a list of the 35 participants in the conference is included in Appendix C.

Our thanks go out to those many persons who assisted in making the work conference on public relations strategy such a memorable experience. Without their help, the conference would not have been possible.

M. Chester Nolte
Coordinator

and

William A. Murray, Jr.
Director, Informational Services
Aurora Public Schools

SECTION I

OVERVIEW

This development of a strategy for a public relations program was based on a case study of Aurora, Colorado. The community is representative of many suburban communities in the United States today; exceptionally fast growth, a population fleeing the core city or immigrating from another part of the country, predominately white, little or no industrial development, highly residential and with dependence on the core city for many goods and services.

The strategy to be developed was one of continuing public information predicated on a belief that an informed public is one that can best support public education in its community. To help determine what type of program might best fill the informational needs in Aurora, a field survey was first undertaken. This in itself helped provide one of the essentials of a successful public information program , that of "feed-back."

From the results of this poll, which included not only the responses to 32 questions by the interviewee, but reactions from the interviewers as well, five task forces developed programs to meet specific problems of communication in Aurora.

Aurora is the eastern-most suburb of Colorado's capital city, Denver. The population of the city of Aurora was approximately 74,000 in 1969 and 76,000 lived in the school district. The City and the school district are separate entities and are not co-terminous. The school district contains over 120 square miles while the City itself has an area of some 23 square miles. The major part of the City is in the

Aurora School District, but a few square miles of the City are in the Cherry Creek School District. The school district is also "joint," lying in 2 adjacent Colorado counties.

Aurora's rapid growth in population is due in part to the large payrolls of Fitzsimons General Hospital in the northeast area of the City, Rocky Mountain Arsenal to the north, Stapleton International Airport to the northwest, Lowry Air Force Base to the southwest, Buckley Field, home of Colorado's Air National Guard, to the southeast, and by its relationship to the Denver metropolitan area. Several industrial firms, the largest of which are Western Electric, Wright-McGill, and Stanley Aviation, and the building trades are important to the economy of the community. Aurora is the trade center for a large farming and livestock raising area to the east. There are many retail stores, shopping centers, and motels in the community.

There are four newspapers serving the Aurora area with home delivery: Aurora Advocate," Wednesdays only; "Aurora Star," Thursdays only; "Denver Post," evenings and Sunday; "Rocky Mountain News," mornings and Sunday..

Aurora's one radio station is KOSI, AM, FM, and Stereo, which features fine music and makes frequent short announcements about community affairs. There is no local television outlet.

The Aurora school system has steadily grown due to an increase in the general population of the community. In 1969, there were twenty elementary schools, four junior high schools, and two senior high schools. Total school enrollments stood in excess of 18,000.

Plans are now being prepared for additions to 18 elementary schools, four junior high schools and two senior high schools,

construction of a new vocational-technical center, a fifth junior high school, a third senior high school, and at least one more elementary school during the next seven-year period. The population is highly mobile, with the schools experiencing 33-35% student turnover annually.

Several presentations were made to the group by experts in particular areas of the communication process.

Jack Mumey, director of alumni relations for the University of Denver, pointed to the process of identifying publics and preparing materials designed to bring a message to a particular group. He stressed the importance of the writing process in message design and illustrated his presentation with a film produced to interest potential students in the University of Denver.*

Mrs. Ruth R. Kelley, director of publications for the University of Denver, pointed out the importance of publications for both morale and informational purposes to any institution. She covered some of the basics of design and graphics in publications planning.

Buford Plemmons, director of information and research for the Poudre R-1 School District, Ft. Collins, Colorado, described the information program of the district, noting that the public relations program included everyone on the staff. Keyed to "Dynamic Education," the program in Ft. Collins is built around informing the citizens of various programs on a continuing basis with one area spotlighted at a time.

Col. James F. Sunderman, director of information, U.S. Air Force Academy, was host to the conference group at the Air Force Academy, at

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*"Anatomy of a Play," Color, 40 minutes.

which time they were introduced to the information staff and received a briefing on the organization of goals of each department.*

One afternoon the workshop met with a panel composed of citizens of Aurora who had been active in the school bond issue of that community, which had been successfully passed in March, 1969, and the chief school administrator, Dr. J. Roland Ingraham, Jr. Members of the panel were: Mrs. Ellin Mrachek, Vice-President of the Aurora Board of Education; Mrs. Joan Iverson, chairman of Aurora Citizens Committee on Community Relations; and Mr. E. J. Gridley, chairman of Aurora Citizens Committee for Good Schools.

The panel members outlined the basic identification of needs of education in the community through citizens committees, development and organization of the campaign including involvement of community leaders, groups, teachers, and the news media and steps leading to its success.

Dr. Ingraham pointed out that there was no magic formula and the same procedures could be successful one time and a complete failure another time or in another community. He said the Aurora campaign had been based on getting the facts to the public and he put his faith in an informed public making the right decision for educational progress.

During the first week of the workshop the members were organized into task forces charged with determining Aurorans' opinions on 32 selected questions regarding their schools. The opinionnaires had been developed by the staff in consultation with citizens of the community

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*"What Makes a Man," narrated by Lorne Greene, USAF Aerospace Audio Visual Services, available on a loan basis by contacting Col. James F. Sunderman, director of information, Air Force Academy.

prior to the workshop. The final questions were selected from among more than 60 initially developed because of their relevance and the need for keeping the interviews fairly brief in order to complete the task in the one-week time allotment. The final form of the questions was determined after a preliminary field test in Aurora.

The neophyte interviewers reviewed the opinionnaires with the workshop staff and received briefing on opinionnaire development and interview techniques from films and from the consultants Jack Mumey and Bill Murray and from the coordinator, Dr. Nolte.

One full afternoon and two half-afternoons were allowed for the completion of field work and development of survey results and observations. Each task force was scheduled to make 48 interviews, with selections based on random sampling of the group to be interviewed. With minor exceptions, this goal was achieved for all the task forces.

It must be noted that because of the controlled number of opinionnaires gathered, the results are an indication of community feeling only. The survey instrument has not been scientifically validated, but does give an indication of the thinking of citizens and faculty members in the Aurora School District. The results are found in Section II.

From the survey results and observations, the new task forces formed in the second week developed the proposals found in Section III.

They began their work with the tasks outlined in individual programs for each task force. Each of the groups had as a basis from which to begin the report of each of the previous week's task forces. Included in the work of the week were readings selected by each group from the suggested bibliography prepared in advance by the staff. These

readings related directly to the problems of communications, message construction, public information, and public relations.

As each group approached its task, the group members themselves decided the direction and organization of the report.

SECTION II

THE FIELD SURVEY*

Task Force Group A--Single Family Dwellings

The members of Task Force A had the responsibility of finding out how people who live in single family dwellings in Aurora feel about their schools. It was our job to make contact with one family in each of forty-eight different blocks in the district which had been chosen in a way to give us a good geographic representation.

At each home we got feed-back about the schools through the use of a thirty-two question opinionnaire. (see Appendix A.) Most of us had very little experience in this door-to-door type of interview, but found the work to be enlightening and challenging. For the most part the people we interviewed were pleasant, polite and cooperative. This made our job easier and gave us the encouragement to proceed with enthusiasm.

At the conclusion of our interviews we met as a group to compile the responses to the various questions. The statistical data on the following pages is a numerical picture of the actual responses we collected.

However, it became apparent that some questions were of the type that could not easily be answered "yes" or "no", but needed some type of comment from the interviewee for added validity. An example is question 8: "Do you feel the teachers use the best methods and techniques?" Most people responded with a "yes" but had to qualify their

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*A complete summary of the findings may be found in Appendix B, p. 75.

answer with comments such as: "in most cases," "with a few exceptions," etc. In other words they were saying that generally the teachers were well prepared but that most of them had encountered at least one teacher who was not doing a good job. This same type of qualifying comment was also needed for several other questions.

The rest of our report--following the statistical data--is an attempt to correlate comments and attitudes gathered during the interviews with a view toward arriving at some type of conclusion regarding the feeling of the single family dweller toward his schools. We also gave some suggestions how the Aurora Public Schools might help its public better understand and participate in the school program that is offered.

STATISTICAL DATA

SINGLE FAMILY DWELLINGS

Question	Yes	%	No	%	No Opinion	%
1	44	91.5	4	8.5	--	--
2	--	--	--	--	--	--
3	--	--	--	--	--	--
4	24	50	21	44	3	6
5	38	79	3	6.5	7	14.5
	know		don't know			
6	27	56	21	44		
7	41	85	1	2	6	13
8	28	58	10	21	10	21
9	23	48	14	29	11	23
10	--	--	--	--	--	--
11	17	35	6	12.5	25	52.5
12	18	37.5	17	35.5	13	27
13	31	64.5	7	14.5	10	21
14	41	85.5	5	14	2	4.5
15	34	71	8	17	6	12
16	36	75	6	12.5	6	12.5
17	8	17	10	21	30	62
18	26	54	7	15	15	31
19	38	79	2	4	8	17
20	43	89	2	4	3	7
21	32	67	4	8	12	25
22	24	50	12	25	12	25
	Ingraham		Hinkley		don't know	
23	19	39.5	6	12.5	23	48
24	--	--	--	--	--	--
25	17	35.5	31	64.5	--	--
	nothing		something		don't know	
26	14	29	6	12.5	28	58.5
27	23	48	25	52	--	--
28	35	73	6	12.5	7	14.5
29	29	60	11	23	8	17
30	15	31	31	64	--	--
					don't know	
31	12	25	4	8	32	67
	no change		change needed			
32	22	46	18	77	8	17

Summary. The above statistics indicate that the majority of the citizens interviewed are satisfied with the schools and believe that the schools are doing what they expect schools to do.

Most parents feel that the school staff is easy to approach and that the contacts have been pleasant. Many added such comments as; "Oh, yes," or "very well," when thinking back on their own experiences with teachers and principals. Parents are most grateful for the teacher who gives the extra time to help a child who has been ill or will come to the home for a conference when the mother cannot come to school.

The majority of citizens are satisfied that teachers are adequately trained. Interestingly, some feel the older teacher is better prepared than the younger teacher. Some indicated substitutes could use additional training.

Our findings indicated that the public needs more information about "levels" as mentioned in question 11. There were those who did not understand the question. Others were bothered by the term "level."

Question 12 concerning the middle school brought forth the following comments: "Sixth graders are too young to be with seventh and eighth graders." "We encourage children to grow up too quickly."

The most negative responses were on question 17, pupil transportation. Several participants hedged on this question and desired not to elaborate. Others mentioned discipline, the long waits, and pointed out that children often had to stand because the bus was so crowded.

It is interesting to note that 71 per cent of those interviewed answered number fifteen (desirability of swimming pools) in the affirmative. To a minority the swimming pool continues to be considered a luxury that the district cannot afford.

Many military personnel live in Aurora and were among those interviewed. They sometimes felt that they were always strangers and never a real part of the school community.

Knowledge about the working of the schools was found to be lacking. Most parents made few visits to school and did not participate in the PTA. Most knew nothing about the citizens' committees.

The school board in Aurora seems to be little-known entity. Among our sample it could be felt that each viewed the Board as an unknown quantity.

In the conclusion, we feel the persons interviewed seem interested and supportive towards the schools, but had very little factual knowledge about the schools.

Some of the people interviewed would make excellent PR people. They are highly motivated and could, we feel, be persuaded to serve in many capacities.

Teachers should be urged to perform the task of enhancing public opinion and understanding in this community. The interviewees presented a united front in displaying their respect and support of "their teachers."

Also, in this community we respondents view the children as some of the best interpreters of the schools, since most alluded to their children as their best source of information.

Many of those polled read Aurora newspapers for school news. Perhaps these newspapers could become a more effective communication media to keep citizens up to date as to what their tax dollars are accomplishing.

Respectfully submitted,

Task Force Group A

Gene Albo - Chairman
Alberta Jesser - Vice Chairman
Elsie Swensen - Recorder
Kirby McIntosh
Donna Smith
Patricia Shepherd
Dale Neher

Task Force-Group B--School Personnel

Postulates of public opinion polling.

1. Task force assumed teachers are fairly well informed regarding the school they work in.

2. Teachers have a sense of apprehension but sincere willingness to help in any experiment for the good of the overall school planning program.

3. A school system is not a monolithic organization. There are at least four groups in it that may be recognized. These four groups of human public relations agents are: (1) Students, (2) Faculty, (3) Classified personnel, and (4) Administration. Each of these groups has separate interests and needs and, therefore, will reflect their particular needs when dealing as P. R. agents for the school.

Task Force "B" realized that a difficulty exists when attempts are made to draw a parallel between a school oriented public and non-school oriented public regarding the productivity of a given school system.

TABULATION OF OPINIONNAIRE
(Task Force B)

SCHOOL PERSONNEL

Question	Yes	%	No	%	No Opinion	%
1	28	85	5	15	--	--
2	See comments on specific items					
3	See comments on specific items					
4	19	58	12	36	2	6
5	27	82	3	9	3	9
6	27	82	--	--	6	18
7	25	76	4	12	4	12
8	18	55	6	18	9	27
9	19	58	8	24	6	18
10	See comments on specific items					
11	15	45	2	6	16	49
12	16	49	9	27	8	24
13	22	67	7	21	4	12
14	25	75	5	15	3	10
15	24	72	6	18	3	10
16	19	58	10	30	4	12
17	11	34	10	30	12	36
18	22	67	5	15	6	18
19	24	72	6	18	3	10
20	32	97	--	--	1	3
21	23	70	6	18	4	12
22	17	51	9	27	7	22
					don't know	
23	28	85	--	--	5	15
24	See comments on specific items					
25	23	70	10	30	--	--
	nothing		something		don't know	
26	13	39	1	3	19	58
27	24	72	9	28	--	--
28	21	64	8	24	4	12
29	19	58	10	30	4	12
30	19	58	14	42	--	--
31	23	69	1	3	9	28
	no change		change needed		no opinion	
32	9	28	20	60	4	12

Summary. As a result of the survey by Task Force B, the following summary statements appear warranted.

The majority of teachers polled own property within the Aurora Public School District. Approximately 50% of the faculty questioned have children in schools.

Teachers are not informed about the total district program although some indicated a desire to be better informed. The survey revealed teachers generally felt free to discuss problems with fellow teachers and principals.

Teachers appeared to be apprehensive regarding questions 4 through 9 (questions about teachers) and caution should be used in interpreting the results.

The primary sources of information regarding the school system were a local newspaper, school publications, and the Teachers' Association.

There was a hesitancy on the part of teachers to comment regarding school organization, especially at the primary level.

The respondents believe that the school buildings and grounds were generally well maintained and available for community use.

No conclusive statement could be made regarding teacher satisfaction with building additions and school designs.

Teachers strongly supported the necessity of swimming pools at both high schools for the P. E. program. They were unanimously supportive of developing a Vocational-Technological program.

The teachers felt that one area needing investigation is the school transportation system.

The survey revealed teachers had a lack of knowledge concerning present school board members; however, the majority knew the name of the superintendent.

The data gathered from the survey indicated that teachers by a large majority voted in the last school board and school bond elections. Few teachers had accurate knowledge regarding the compensation of school board members.

The school board was using discretion in spending the tax dollar. The teachers indicated that real estate property was overburdened, and the tax structure should be investigated.

Despite a feeling of obligation, close to 50% of the teachers were not active members of the P.T.A.

Although the majority of teachers indicated that the district had citizens committees, the survey revealed a considerable lack of knowledge regarding them.

The teachers felt that no matter how good the school system, it can always improve.

The teachers were largely positive in their attitude regarding the Aurora Schools.

Comments from Opinionnaire.

2. 18 had no children

15 had a total of 22 children

1 in 1st grade	2 in 5th grade	4 in 9th grade
1 in 2nd grade	0 in 6th grade	2 in 10th grade
2 in 3rd grade	1 in 7th grade	4 in 11th grade
0 in 4th grade	3 in 8th grade	2 in 12th grade

3. 3 lived in district less than 1 year
   5 lived in district 1 to 3 years
   9 lived in district 3 to 5 years
   6 lived in district 5 to 10 years
   10 lived in district over 10 years

10. The leading sources of information about schools for teachers were the "Advocate," school publications and A. E. A.

24. Hughes = 17 Mrachek = 18 Burt = 8
    Krieger = 2 Craig = 11 Schisler = 3
    Don't know = 6

    Indicated an attitude of indifference.

Researcher's Reactions. The Task Force felt that the teachers polled had a positive attitude toward the Aurora Public Schools.

It was also felt that they supported the bond issue almost 100%. Of the 31 interviewed, 28 indicated they were property taxpayers, and therefore, eligible to vote on a bond issue. An extremely high number, 24, indicated that they had voted on this issue.

Recommendation for Task Force F in developing a future P. R. Program.

1. Contact the public ahead of the survey on a pre-orientation program by post card, TV, radio, and telephone. A survey could be best conducted prior, during, or after a major school crisis.
2. A definite school program indicating ways how a teacher can become involved in his school development should be instituted.
3. A regular news letter or bulletin from the central office should contain teachers' suggestions or ideas.

4. Synoptics frame of reference for the teaching staff is best; a general, overall view of the school system is needed.

Respectfully submitted:

Task Force Group B

Robert Thibodeau, Chairman
John Crudge, Vice-Chairman
Harry Ewing, Recorder
Ida Hastings
Monica Walker
Don Wright
William A. Murray

Task Force Group C--Apartment Dwellers

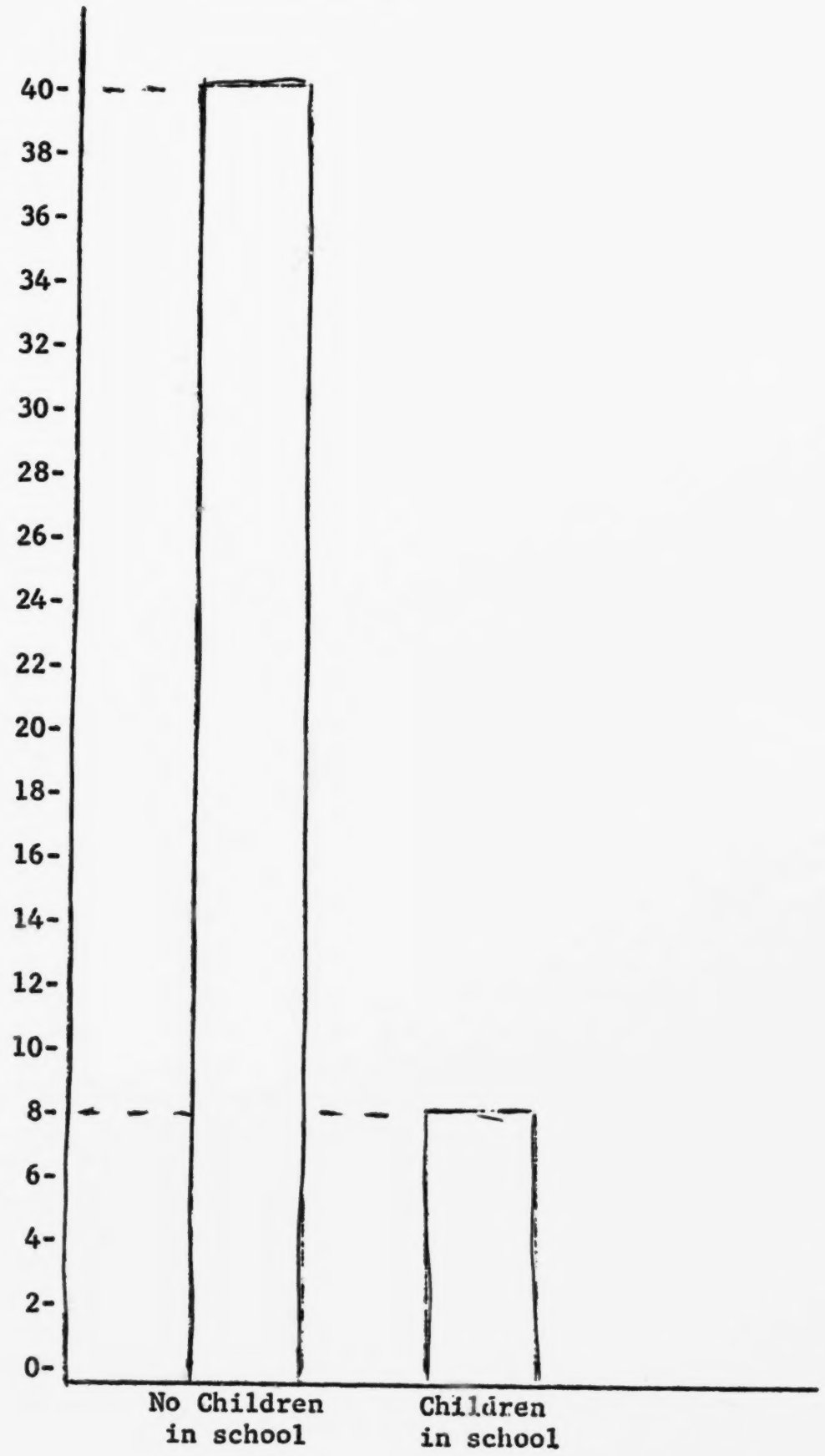
This group collected the following data via the use of the 32-question opinionnaire:

TASK FORCE GROUP C - Apartment Dwellers

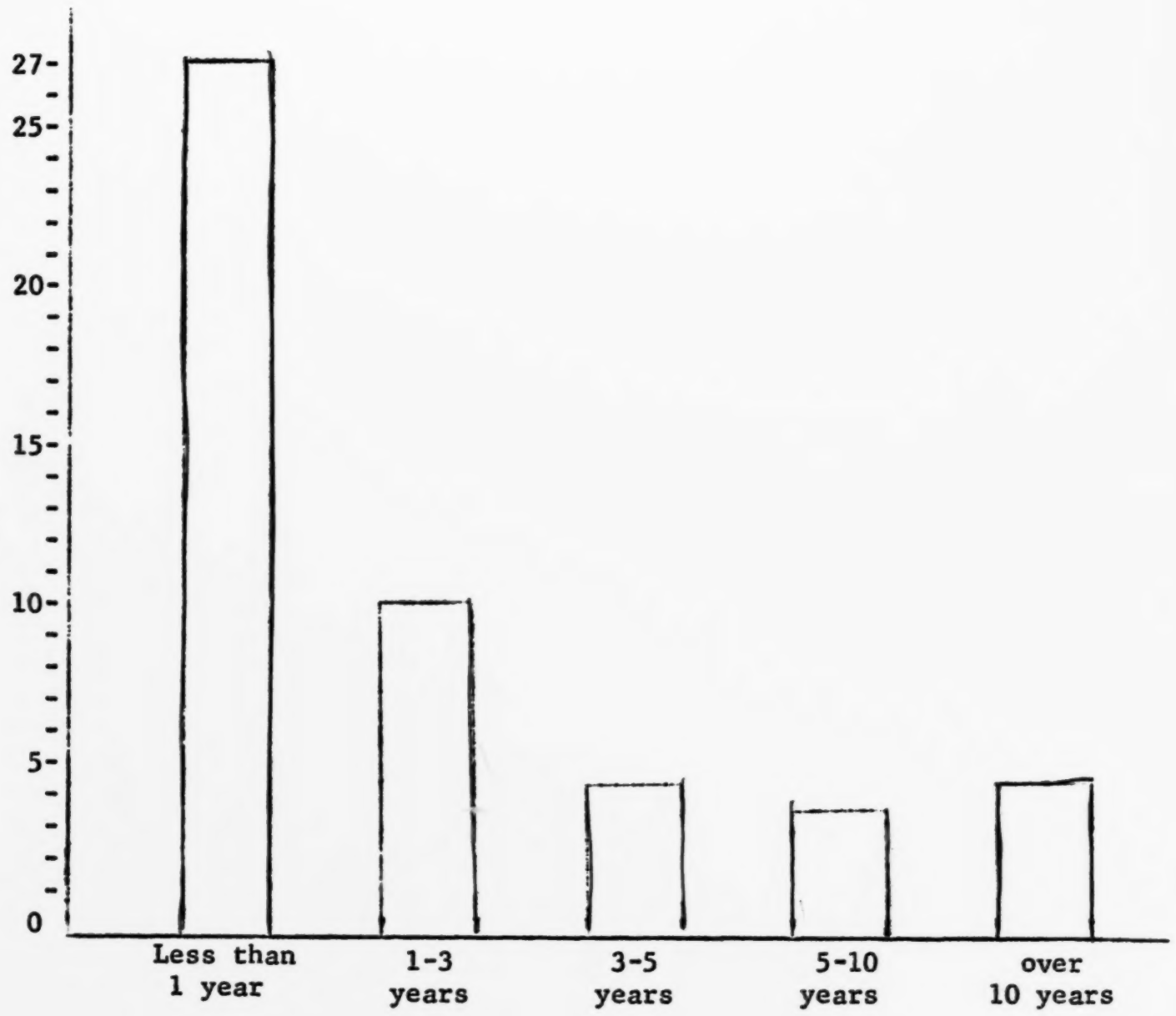
Question	Yes	%	No	No Opinion
1	8	17	34	6
2	--	--	--	--
3	--	--	--	--
4	12	25	25	11
5	20 correct	41	7 don't know	21
6	5	--	43	--
7	16	35	1	29
8	15	31	6	27
9	9	18	8	31
10	--	--	--	--
11	9	18.75	6	33
12	26	54	4	18
13	25	52	2	21
14	38	79	0	10
15	37	77	3	8
16	25	53	2	21
17	13	27	3	32
18	16	33	2	30
19	19	40	1	28
20	35	73	0	13
21	13	27	4	31
22	10 Ingraham	21	19 Hinkley	19 Don't know
23	0	--	1	47
24	--	--	--	--
25	2 nothing	4	46 something	-- amount
26	7	--	12	40
27	0	0	48	--
28	25	52	2	21
29	15	31	9	24 no children in school
30	3	6	45	40 don't know
31	4 favor present	8	15 need change	29
32	9	--	17	22

APARTMENT DWELLERS WITH AND

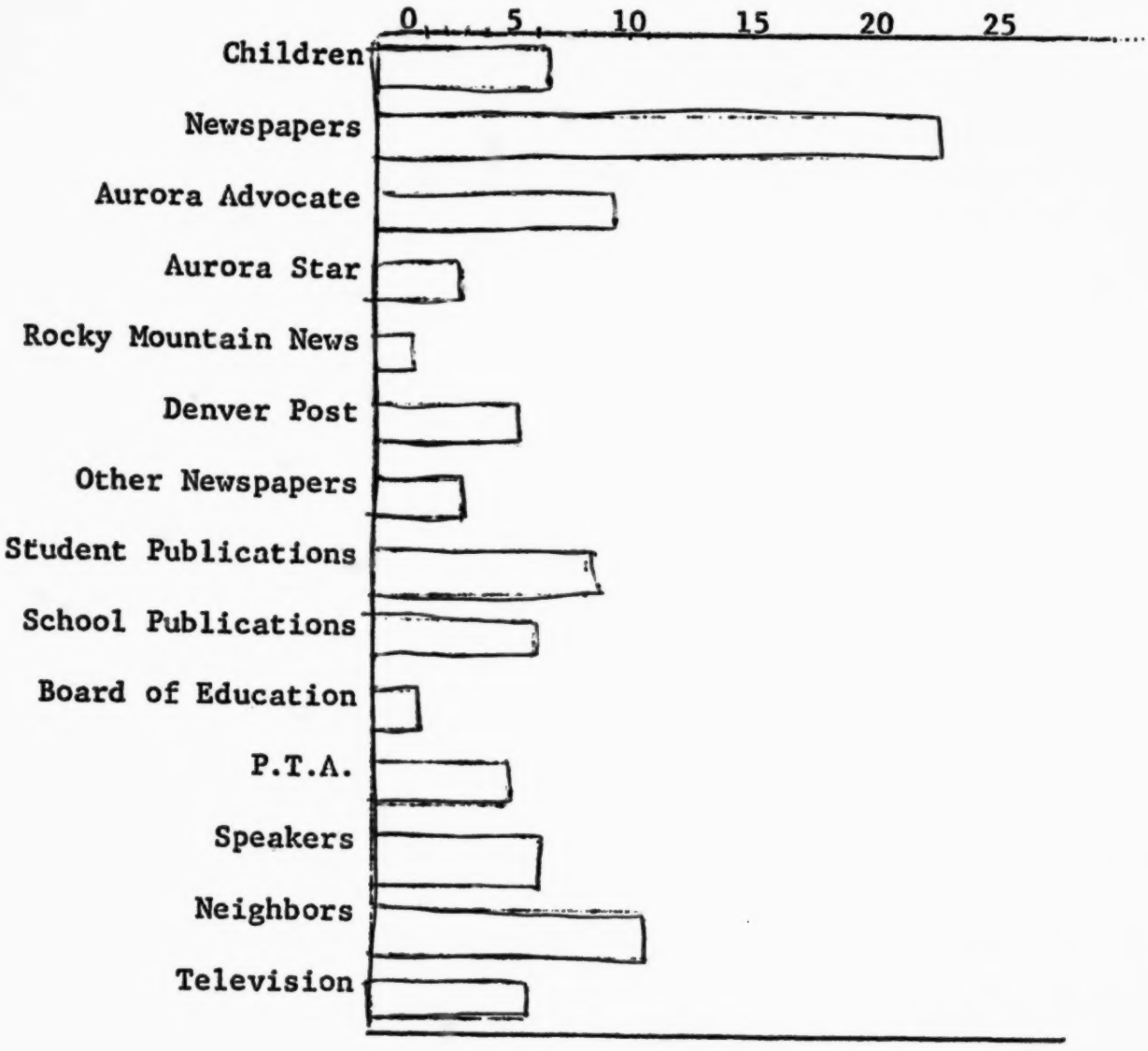
WITHOUT CHILDREN--48 INTERVIEWS



YEARS LIVED IN THE AURORA PUBLIC SCHOOL DISTRICT



SOURCES OF INFORMATION



Summary of Comments

Favorable Comments.

1. "We have not lived in the area very long.
2. Our children are not old enough to attend school.
3. I don't know where the school is.
4. The system of using levels in the primary grades is a good one.
5. The four-year high school is a good idea.
6. The buildings are well kept.
7. Swimming pools for the two high schools are a good idea.
8. A technological-vocational program is needed and desired.
9. A technological-vocational program is needed and desired.
10. We don't own property.
11. Everything can be improved; therefore, there is always a need for change."

Unfavorable Comments.

1. "At the secondary level there is too much homework given.
2. We don't want busing.
3. Many young people do not take full advantage of their opportunities.
4. The property tax is an unfair method of raising money.
5. We moved to Aurora to avoid busing to obtain integration."

Generalizations. From using this questionnaire with apartment dwellers it is possible to draw some generalizations with regard to their feelings about the school systems. These include the following:

a) Apartment dwellers are a mobile group.

b) When people's children reach school age they are very likely to leave apartments.

c) They have very little factual knowledge about schools, but are not frustrated by this lack of knowledge.

d) Of the people interviewed, most were supportive of schools in general, although the idea of change bringing about improvement is accepted by these people.

e) There are definite feelings against homework.

f) For the most part, people living in apartments are willing to let the professionals run the schools.

g) When they understand changes they are supportive of them.

h) The buildings and grounds are well kept.

i) Renters feel that swimming pools are beneficial to the physical education program.

j) Some of these people had moved to the area to avoid forced integration of schools.

k) Young people do not take full advantage of their opportunities.

l) Voting restrictions have disenfranchised many citizens in bond issue elections who live in apartments.

m) Present channels of communication are not adequate to give this group of people enough information for them to be informed about schools, unless they have children in schools.

n) Although in the Aurora School District a great many people who live in apartments are indifferent toward schools, they are not hostile to schools or education. In cases where this group have children enrolled in school their attitude is likely to improve.

o) Only 16% of the apartment dwellers interviewed had school age children.

p) One-half of this group of people had lived in the Aurora School District a year or less.

q) Newspapers and neighborhood contacts give people without children their greatest contact with a school system.

Recommendations.

1. Use of the papers at Lowry Air Force Base and Fitzsimons Hospital for school news.
2. Board of Education meetings held in schools.
3. An attempt to obtain better coverage for school news by radio and television.
4. Training of teachers in their public relations role.
5. Each elementary school should formulate a 3 or 4 person task force to visit neighborhoods each year to develop more interest in schools on the part of that school's neighborhood.
6. The problem of eventual school integration will ultimately need to be studied by the Aurora School Board and administration.

Summary. The members of Task Force C had little difficulty in finding people to interview. Many of the responses were based on general knowledge rather than specific knowledge about this area. This particular survey generally shows that this group is supportive of the Aurora school system.

Respectfully submitted:

Task Force Group C

Colin Conway, Chairman
Ruth Womack, Vice-Chairman
John Dale, Recorder
Geneva Pedersen
Reita Noble
Ali Joseph
Leo Davey

Task Force Group D--Trailers

Following are the findings of the members of Task Force D including statistical, commentary and suggestive remarks for School District 28-J. These will be treated in numerical order as they appear on the opinionnaire.

1. Are you a real estate property taxpayer in the Aurora Public School District?

   Yes-8. No-39. No opinion-0. Feeling of comments, "Taxation without representation."

2. Do you have children enrolled in the Aurora Public Schools?

   28 families with 44 children. 20 families, no children. Majority of children in grades 2 through 6.

3. How long have you lived in the Aurora Public School District?

   Less than one year, 8. Three to five years, 15. More than ten years, 7. One to three years, 8. Five to ten years, 8. More stability than previously thought.

4. Do you know as much about the schools as you would like to?

   Yes-18. No-22. No opinion-8. People on team felt many were not sincere in yes answer. The number of No answers indicates need for improved public relations.

5. Do you feel free to talk with the teachers and principals of your schools?

   Yes-18. No-8. No opinion-19. Survey indicates they feel free to talk but comments indicate the schools do not encourage conversation.

6. Who is the principal of the school in your area?

   20-gave a name, and 28 didn't know. Majority not knowledgeable.

7. In contacts with school personnel have you been well treated?

   Yes-32. No-4. No opinion-12. Majority yes, but few said no and were very negative in individual teachers. Teacher conferences main source of this discrepency. Training of teachers for Parent Conferences, advisable.

8. Do you feel the teachers use the best methods and techniques?

   Yes-32. No-7. No opinion-8. Statistically the results indicate the majority gave a yes answer, but the "no" and "no opinion" and "comments" indicated <u>great</u> need for more education of parents in techniques and methods used in the school system.

9. Are you satisfied with the school practices regarding homework?

   Yes-25. No-11. No opinion-11. Indicated that parents want homework. Lack of homework indicates lack of education to some parents. Inconsistancy is apparent in homework area.

10. Where do you get most of your information regarding the Aurora Public Schools?

    Children-22. Advocate-18. Star-3. Rocky Mountain News-5. Denver Post-10. School Publications-Student-5. School Publications-School-10. Board of Education Meethings-1. P.T.A.-Meetings-4. Speakers-0. 'School Report' brought home from school-12. Neighbors-16. Shows that the children, local newspapers and neighbors were primarily responsible for dissemenation of information on the schools.

11. Do you approve of the present primary school organization using Levels I through VII as compared to the previous organizations of Grades Kindergarten through Grade 2?

Yes-27. No-7. No opinion-12. Many people contacted expressed confusion concerning the present organization. We recommend to the District, that they should take time in layman's language to instruct their people.

12. Are you in favor of changing the school program to have elementary schools for grades Kindergarten through 5, developing a Middle School for grades 6 through 8, and having a four-year high school?

Yes-24. No-13. No opinion-11. Even though some gave a yes answer they then posed questions which indicated need of more knowledge concerning it.

13. Are you satisfied that the school building in Aurora are available for community use?

Yes-32. No-3. No opinion-13. Satisfaction shown.

14. Do you feel the school buildings in Aurora are available for community use?

Yes-44. No-1. No opinion-2. Satisfaction shown.

15. Do you believe the two swimming pools, one at Central High and one at Hinkley High are necessary for physical education?

Yes-40. No-3. No opinion-5. Heavily in favor.

16. Are you satisfied with the building additions and school designs?

Yes-36. No-3. No opinion-9. Heavily in favor.

Comments: Why not two and three story buildings?
Need more schools and more teachers.
Fewer students per class.

17. Are you satisfied with the school transportation system as provided?

Yes-19. No-12. No opinion-17. Polling and comments indicate school district can anticipate problems in this area in the near feature.

18. Are you satisfied with the extracurricular activities in the school?

    Yes-34. No-5. No opinion-9. People well satisfied, but indication is that some activities exclude girls. (Sports; Dates required for some functions.)

19. Do you feel the Aurora teachers are adequately trained?

    Yes-33. No-4. No opinion-10. Majority satisfied. Comments show strong negative attitudes toward individual teachers; and a need for orientation program for new teachers.

20. Do you believe a technological-vocational program should be developed in Aurora?

    Yes-33. No-1. No opinion-6. Strongly in favor.

21. Are you satisfied with the school lunch program?

    Yes-31. No-3. No opinion-14. Strongly in favor of.

22. Do you believe that the majority of young people in this community are taking advantage of the education opportunities offered?

    Yes-24. No-14. No opinion-9. Majority voted yes. A word in the question made the question ambiguous...(majority). Comments indicate adults feel too many don't take advantage.

23. Who is the superintendent of schools?

    Ingraham-9. Hinkley-6. Don't know-29.

24. Hughes-8. Mrachek-7. Burt-0. Krieger-4. Craig-2. Schisler-0. Don't Know-36. For the above two questions, they don't know.

25. Did you vote in the election for school board members in May? If no, why not?

    Yes-6. No-42. Was embarrasing to people interviewed, gave excuses.

26. How much are school board members paid?

Nothing-13. Something-5. Amount-1. We added, because of reply made to this question, "Don't Know"-30.

27. Did you vote in the last school bond election in March, 1969? If no, why not?

Yes-0. No-48. Same remark and feeling as received in question #25, Reason, would not vote.

28. Do you feel that the school board is spending your "tax dollar" wisely?

Yes-28. No-7. No opinion-13. The survey shows high degree of confidence in school officials concerning finance.

29. Do you feel that school taxes in this district are fair to the real estate property tax payer?

Yes-17. No-7. No opinion-24. Survey indicates people interviewed are not property tax payers and had no opinion.

30. Are you an active member of your school's P.T.A.?

No children in school-11. Yes-11. No-33. The opinions and comments indicate that there is something definitely wrong with this organization. It lacks appeal to people surveyed.

31. Does the school district have any citizens committees organized?

Yes-8. No-16. Don't Know-25. Majority not even aware of them.

32. Generally, are you in favor of the present program of education in the schools, or do you see some needs for change?

Favor present program-14. See need for change-21. No opinion-12. Attitude toward change was a positive one.

Interviewers opinion of attitudes polled.

Strongly Disapprove ...2

Mildly Negative ...5

Indifferent ...4

Mildly Positive ...26

Strongly Support ...11

This is an opinion of the interviewers, based on personal contact, but it shows a healthy attitude toward the Aurora Public School System at this time. The next section of the opinionnaire asked for the interviewer to indicate how the person voted on the bond issue.

Summary. We feel that the members of the community which we surveyed were sincere, courteous and received us well. The people we interviewed feel that they contribute to the finance of the school district and are not accepted by the community and the district as 'first class citizens'. We feel that the Aurora Public School District has a great responsibility through public relations to cause a change in attitude there by enabling these people to feel that they are wanted in this community.

We sincerely hope that our efforts in this survey will be of benefit to the Aurora School District, and the Community.

Respectfully submitted,

Task Force Group D

Mr. Garde B. Baldwin, Chairman
Mr. Mike Severino, Vice Chairman
Miss Nancy Lehan, Recorder
Mr. Richard Conklin
Mr. Robert Hall
Mr. Keith Munsey
Mr. Campbell Witherspoon, Jr.

Task Force Group E--Businesses

Certain questions on the questionnaire speak for themselves and need no further comment; other questions did not seem to relate adequately to the business community; the findings from still other questions have been discussed and will be presented here. Conclusions are based on the polled sample from the business community; therefore, it represents the community, but does not necessarily represent all business people in the community.

Even though the business people sampled, on the whole, have lived a substantial time in the Aurora area, over 50% of them did not have children in school. As a result, they were not directly in communication with the educational system. As the results of the question about sources of information about the Aurora Public Schools (#10) infers, what businessmen know about the school is either not true or is hear-say. Very little knowledge of the educational system is gained by business people from actual participation in the school program (see the results of question #30) or by publications put out by the school (question #10). Further evidence of the lack of direct communication between the school and the business community is seen in the lack of response to opinions on the primary school levels (#11), on the proposed change in the school program (#12), the school transportation system (#17), and the school lunch program (#21). There was also some lack of knowledge of who was the superintendent of schools (#23) and who were the current members of the school board (#24). These business people did not feel they were responsible for this "break-down" in communication. Instead, they felt it was the school's responsibility to keep them informed.

The Task Force found some confusion on the interpretation of questions #5 and #7 in relationship to the business community. There was doubt whether the questions, which referred to "contacts with school personnel" and "talks with teachers and principals," were in reference to a social or clientele level which would take place in the businessman's establishment or was on an educational level that would occur within the school. Although many felt that the school staff was congenial, others questioned whether teachers still cared about the students. One incident was cited where the teacher tried to "beat the children out of the school" at the end of the school day.

Question #8 also created some doubt on the part of the members of the Task Force. How can you ask a layman if teachers are using the "best methods and techniques" when even educators--hopefully, professionals in this field--do not have the answer? Since teachers have had the training in educational methods, it was felt that there should be freedom for each teacher to select the techniques or methods that he/she felt were most adequate. The reliability of this question was further questioned when one considers that although many felt teachers were using the best methods and techniques in #8, yet in #32 felt there was a definite need for change in education.

Questions #13, 14, 15, and 16 show that the people of the business community were satisfied and proud of the physical use of their schools and were willing to support endeavors for advancing Aurora's educational system. The question did arise, however, of how to prevent some of the present vandalism currently taking place.

Again question #18 created some confusion. The Task Force felt in this type of question there should be a "break-down" of extra-curricular activities into two divisions; 1) athletically-inclined

activities, and 2) other activities. There was a tendency on the part of the businessmen to feel that extra-curricular activities were all related to athletics.

As representatives of the business community, these individuals showed strong support of a technological-vocational program. It was felt that such a program might be beneficial not only to lower the drop-out rate but also furnish business people with potentially well-trained employees. This need for a technological-vocational school was also reflected in the response for a need for change in #32.

As questions #13, 14, 15, 19, 28, and 29 indicated, these people had a feeling of pride in their schools and a feeling of wanting to support their schools.

The last question to be considered (#30) certainly shows that these business people were not and in many cases cannot be active members in their PTA. Perhaps the PTA needs to do some serious reorganization. It was also felt that for polling purposes that #30 should read, "Are you or a member of your family an active member of your school's PTA?"

In conclusion, it is suggested that in order to eliminate some of the second-hand information received by businessmen about education, that more face-to-face communication is necessary. A speakers bureau to business organizations should be established as well as direct communication on the part of teachers. Membership in local service organizations is also suggested to help improve contact with the school and businessmen. A special invitation to business people should be sent by the school for PTA meetings as well as other programs. This would tend to include those whose children are already out of school or those who have never had children in the Aurora schools.

These business people also may best be reached by reinforcing their opinions. An example would be the lowering of the drop-out rate and providing trained employees for their business by the establishment of a technological-vocational program. The businessman must be shown that not only his future employees but also his future prosperity depend on the quality of education being received in today's schools.

There was also concern shown that the better teachers were placed in the larger city schools while the small suburban schools were not receiving as much in return for their tax dollar.

Even though many of these business people were not directly involved in education, they did seem pleased with their schools. Some were ineligible to vote or merely did not have a chance to vote in board member and bond elections, yet they were still sympathetic towards the schools.

As any other growing educational system, Aurora is finding a need for change in its form of education. What once held true for a small Denver suburb and partially rural district must be changed for a large city school district. The businessman of Aurora is concerned and wants to help, but he must be in closer communication with the school system. He, also, must be shown how he will directly benefit from the high quality of education in the Aurora Public Schools.

Respectfully submitted:

Task Force Group E

John Cummins, Chairman
Jim Hart, Vice-chairman
Joan Hodgkinson, Recorder
George DiTirro
Josephine Parrott
Richard White
O. Tom White

COLLATION
(N=51)

TASK FORCE E--BUSINESSES

Question	Yes	%	No	%	No Opinion	%	
1	39	76.5*	12	23.5	--	-	
1	39	76.5*	12	23.5	--	--	
2	--	--	--	--	--	--	
3	--	--	--	--	--	--	
4	15	36	26	62	1	2.4	N=42
5	34	67	7	14	10	20	
					don't know		
6	--	--	--	--	--	--	
7	39	76.5	--	--	12	23.5	
8	20	39	12	23.5	19	37	
9	22	43	7	14	22	49	
10	--	--	--	--	--	--	
11	10	22	13	29	222	49	N=45
12	21	41	10	20	20	39	
13	35	69.5	4	8	12	23.5	
14	37	86	4	9	2	4	N=43
15	34	67	8	16	9	18	
16	34	67	7	14	10	20	
17	16	31	8	16	27	53	
18	27	53	5	10	19	37	
19	29	67	6	14	8	19	
20	33	80	8	19	1	2	
21	25	49	3	6	23	45	
22	16	37	20	46	7	16	
	Ingraham		Hinkley		don't know		
23	18	35	1	2	32	63	
24	--	--	--	--	--	--	
25	16	31	35	69	--	--	
	nothing		something		don't know		
26	28	55	2	4	21	41	
27	18	35	31	61	2	4	
28	28	55	10	20	13	25	
29	25	50	13	25	13	25	
					no children		
30	12	23.5	28	55	25	50	
31	14	27	14	27	23	45	
	no change		change				
32	17	33	25	50	9	18	

* Except for .5, percentages are rounded off.

SECTION III

THE PROGRAM OF PUBLIC RELATIONS TO MEET THE NEEDS INDICATED

Task Force Group F--A System of Internal Communications for Aurora

The objective of Task Force F was to develop an internal system of communications relating to teachers, administrators, and other school employees of the Aurora Public Schools.

Task Force F considered the Aurora situation in total. First, 18,172 students were enrolled, and 768 teachers were employed. There were twenty elementary schools and principals; four junior high schools and two senior high schools. Junior and senior high schools employed assistant principals and counselors in addition to teachers and principals. The school district's population numbered 76,000.

The basic philosophy of a school district must be understood and accepted by all of its employees in order to serve as a point of departure to achieve the ends of such a philosophy.

The following frames of reference should be inherent in the basic philosophy of any American public school district today: Continuous Progress, Dynamic Education, and Learning by Doing. All employees of a school district must recognize that they must work together to achieve the objectives proposed by the above frames of reference. Here is where effective communications are vital in bringing about the cohesion of the many and varied tasks and efforts of all employees of a district to achieve the goals set forth in the district's basic philosophy of education.

Written publications are necessary to any system of internal communications. However, one must select the best media for the specific

purpose to be achieved because variety in the selection of the media more nearly guarantees continued interest.

It is the primary responsibility of the Board of Education through the central administrative staff to provide each building and department of the school district with an adequate number of copies of the Policy Regulations Handbook upon which the total operation of the school district is based. Depending upon the size of the school district, the Policy Regulations Handbook might include job descriptions for every position from superintendent to sweeper boy; or, a separate Job Description Handbook might be necessary in large school districts. Both handbooks should contain separate divisions for certificated personnel and classified personnel. The Policy Regulations Handbook should also include board policy, administrative procedures, and any negotiated agreement for certificated and classified personnel.

Other internal publications should include:

District Wide (To be kept on file in each building and department)

Kind	Frequency	Use
Superintendents's Bulletin	Weekly	To inform all district employees
Curriculum Newsletter	Monthly	For certificated and related personnel
Forecast Sheet ("Crystal Ball", "In the Know")	Each Semester	For all district employees
New Teacher Handbook	Annually	For all new teachers
Annual Reports--Budget, Research, Curriculum Personnel, Evaluation, etc.	Annually	To inform all district employees
Subject-Area Bulletins	As Needed	For subject-area personnel

Teacher Organization Publications	As Needed	For all interested personnel
Administrative Quips and Quotes	As Needed	For administrators and related personnel

Local Building Publications

Kind	Frequency	Use
Principal's Bulletins	Daily, Weekly Monthly	For local building personnel
Student Publications-- student council, student newspapers, school yearbook	As scheduled	For local building personnel and community

Special Publications

Kind	Frequency	Use
New Concepts Publications	As Available	For all district employees
Research Documents	"	"
Advisory Committee Reports	"	"
Faculty Study Reports	"	"
School Reports from Domestic and Foreign Sources	"	"
PTA and/or Other Parent Organization Reports	"	"
Bond Issue Information	"	"
School Board Election Information	"	"

Visual communications are increasingly popular and important in a society which places a premium upon time-saving devices. Photography can tell the story without words if the photography is good enough. Be sure that it is or do not use it. The psychology of color plays a

vital role in effective visual communications; sometimes the absence of color, however, tells the story just as dramatically.

Closed-circuit television can provide many opportunities for visual communications such as special news releases, illustrated lectures, special observances and inservice training.

Exhibits are examples of good visual communications, and excursions can be utilized in orientation programs for new employees via a guided bus tour of the school district. A good substitute for an actual tour would be a colored-slide presentation of the tour area.

Visual communications can be excellent in directing public attention to the human interest activities and the achievements of school-district employees. A Life magazine type of layout would be easily digested.

Group communications provide a myriad of opportunities to focus attention on such basic needs as: extended educational opportunities, improved curriculum programs, additional school services, improved administrative structure, more competent teachers, better environments and increased financial support. Include pupils among those who participate in cooperative planning. A continuous self-survey of the school program with the occasional help of professional consultants should prove to be of tremendous benefit to the school district.

The school district should foster inservice training in public relations for all school employees: professional staff, custodians, cafeteria workers, bus drivers and all other employees. Involvement in community affairs is a powerful public relations tool. The support of employees' professional organizations should be solicited to develop projects which will strengthen the position of public education in the local community.

A Public Relations Council should be formed to provide improved communications between individual schools and the central administrative offices. It should consist of a representative from each building, a representative from each administrative group such as principals, assistant principals and supervisors, and a representative from the building parent organization. Such a council should evaluate each major factor that contributes to success or failure in public relations such as planning procedures, personal relationships, the school program, pupils' attitudes, staff participation in community affairs, lay leadership and the support of the press.

At the local building level, employee family get-togethers should be planned at least once a year. Faculty meetings should be called only when necessary. Each faculty member should be involved in a leadership role with the faculty at some time during the school year.

The evaluation of a system of internal communications can be evidenced through the continuous feedback from district employees. Its success can be observed in the actions and reactions to the information presented.

Summary. An act of communication is to answer the following question:

	Who
The	Says What
Lasswell	In Which Channel
Formula:	To Whom
	With What Effect?

"Sound school public relations must be honest in intent and execution, intrinsic in the school program, continuous in application,

positive in approach, comprehensive in character, sensitive to the publics concerned, and simple in meaning and concepts."*

The trend is toward broadening the responsibility for public relations to all employees. This trend recognizes the fact that what happens in the classroom day-by-day probably has a greater impact upon school public relations and the teachers' status in the community than any prepared public relations release.

When preparing internal communications it should be remembered that multi-media communications achieve a greater impact upon the recipient than do single-media forms.

Internal morale should be boosted whenever and wherever possible through exposure in national publications and visual media.

It must be emphasized that good internal communications and successful public relations are dependent upon two vital elements: time and materials.

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Respectfully submitted:

Task Force Group F

Kirby McIntosh, Chairman
Alberta Jesser, Vice-Chairman
Reita Noble, Recorder
Richard Conklin
O. Tom White, Jr.
Richard White
Don Wright

Task Force Group G--A System Utilizing Mass Media

A systems use of mass media to influence people in the Aurora, Colorado, School District--"a synoptic approach to public relations."

1970's P.R. Theme: "The Dawn" to understanding continuous progress of learning as it envelopes the Aurora community for future posterity.

OR: The "Dawn" of continuous learning to envelope the Aurora community.

Postulates:

1. Task Force G assumes that radio and T.V. will be less likely, at this time, to give credence to the "size" school such as Aurora according to Journalism Monographs, #8, September, 1968; The Association for Education in Journalism, page 35--"Broadcasters indicated a willingness to devote more air time to educational programs than they had material to fill; their responses implied that the burden of providing this material lay with the schools. In some communities, school personnel produce regularly scheduled radio shows. "Schools have not been quick to exploit commercial T.V. as a communication channel"; therefore, great effort should be made to create an atmosphere of desire for T.V. and radio to keep pace with Aurora's community growth; whereby, "The Dawn of Continuous learning to envelope the Aurora Community" may very well "mirror" the "continuing desire for educational excellence" as far as the community can understand. We "tell and show", they "watch and learn."

2. A system of long range mass communication should be organized and developed as rapidly and progressively as possible in order for Aurora to continue to grow, educationally, with present full support of this community. It can no longer assume that the community will take for granted (without definite "visible" proof) that the schools are excellent in this rapidly changing, technologically minded society.
3. Certain definite areas of the Aurora school community, such as, trailer courts, apartment dwellers, wish to have a greater influence in school planning for the future, or at least be brought up-to-date regarding the school's "overall" progress.
4. Aurora (The Dawn) School System lends itself well to a "dynamic education" framework.

Philosophy. Task Force G's philosophy for public relations as adaptable to mass media: We feel school action pictures, properly captioned, are worth a great deal more than verbalization of facts which may or may not be of interest to the general public. Therefore, in keeping with our theme, Continuous Program of Education involving the very young, and including all ages in the Aurora community, we wish to emphasize the use of mass media to tell the advantages offered through the Aurora community "School Story".

Implementation. The feedback from the first week task forces indicated that the people in Aurora had basically positive thoughts about their school system. Research shows that mass media is

basically a neutral type of information conveyance that reinforces positive or negative thoughts on a subject.

It is our recommendation that a systematic ongoing public information program be developed around educational areas that are of interest to the public. These areas would include:

Children
School Personnel
Curriculum
Buildings
School Board Members and Action
Taxes and Finances
Adult Education
School Activities
Adult Groups Connected with Education
Community Involvement in Education
Recreation
Maintenance
Other Areas

The committee was aware that the Aurora Public Schools are doing many things through mass media. Specifically, our recommendation of implementation would be to analyze seasonal occurrences that take place in a school system and capitalize on them with ideas and imagination. The following are listed more as examples rather than the ultimate answers:

<u>FALL</u>:

1. Back to school theme through picture story of tears and joy.

2. Parent-teacher conferences which involve teachers and parents.

3. Picture story of how children and adults benefit from Aurora Public Schools: the educational cycle.

4. Picture story accompanied by feature article "What makes June cry in September?" to tell story behind leveling.

5. Middle schools could be approached by taking picture of smallest student in seventh grade and tallest student in the ninth grade to show contrast in interests.

6. The various aspects of the fine arts could be explained at this time.

WINTER:

1. Adult Education--this could be many interesting approaches.
2. Feature system or person showing how money is saved through policy or idea.
3. Story on Vocational School--later following story can be made showing student on the job because of vocational training with favorable remarks.
4. Safety through playground pictures.
5. Health through school nurse pictures.
6. Special service write-ups.
7. Picture story of a field trip.
8. Picture story of children from a mobile park.
9. Picture and feature article on problems involved with children of mobility.

SPRING:

1. Pictures of high school graduates.
2. Education Week.
3. Joys and tears of a field day.
4. Story on businessman or professional promoting education.

SUMMER:

1. Summer School.
2. Recreation.
3. Maintenance of buildings and grounds.
4. Teacher activities during summer; e.g. Driver Education, Workshops, etc., swimming pools in high school--throwing Mayor in pool.

It would be an insult to the average educator to suggest topics for mass media. The point is that they should be stressed with imagination. Most of the Aurora Public School emphasis should be

given to reinforcement of the positive approach toward the school system that is present. A positive story should come out giving the mobile homeowners' side of this interest in education; tied to this should be an explanation of how much of the tax dollar from property tax goes to educate each child, and how much is spent to educate each child.

Evaluation Program. It is recommended by Task Force G that the public relations program be an ongoing program to keep the Aurora publics continually informed. This approach is definitely needed for three basic reasons.

A number of Aurora citizens are transient and, therefore, need to be oriented to the schools.

The innovations of education are increasing tremendously--again this picture needs a continuous approach to the public.

The rapid and continued growth of Aurora presents the third reason for a regular and continued "keeping in touch" with the public supporters.

Evaluation of the public relations program is a very important and necessary part of the over-all school picture or job. The task force feels that the use of a control group should be used, as outlined by William Gallup, and given twice a year:

- A pre-evaluation survey
- A post-evaluation survey using groups; such as,

  Faculty
  Non-School Parents
  Business
  Apartment
  Mobile Homes

It is further recommended by Task Force G that a definite percentage of the Aurora Public School budget be set aside each year for a Public Relations Department. This department should be completely staffed so as to do a professional job in this critical area of public education. A positive, continual approach to the supporters of public education is essential. In the long run, we feel this would reduce the number of school crises which, in themselves, are frustrating, time-consuming and most expensive. An informed public is a supportive public.

"The trouble with a cheap education is that we never stop paying for it," applies here.

Respectfully submitted:

Task Force Group G

Harry Ewing, Chairman
Robert Thibodeau, Vice Chairman
Ali Joseph, Recorder
Robert Hall
Jo Parrott
Patricia Shepherd
Donna Smith

Task Force Group H--A System for Using the Printed Word

Introduction. The members of Task Force H suggest a brief review of the basic values of American education. Inherently, this system places a priority on the individual both cognitively and affectively. It implies self-fulfillment and self-realization. It focuses great attention on the individual and his position in the education system. Task Force H was of the opinion that education is an important means of developing an aware and contributing citizenry. However, it is a means, not an end. These postulates seem pertinent to the question at hand:

1. Each school within a system is as unique as the children it must serve.
2. Schools are publicly supported and should be publicly administered.
3. Schools exist for the community and every effort to localize the involvement of the latter must be made.
4. Public relations is a means of facilitating community involvement.

In deriving the objectives of this report, Task Force H was influenced by the following beliefs:

A well-planned program, through the written word, will increase good will, promote an interest in the school program, and add a feeling of pride to local accomplishments. The above feelings certainly promote better financial support.

The written word helps prevent the spread of misinformation. Existing problems and weaknesses are called to the attention of the

public before critics can made an issue of them. "The best defense is a good offense."

As a result of these beliefs, combined with the data of the opinionnaire, the task force established the following objectives:

1. "Task Force H" will recommend to the Aurora Public Schools methods of improving the effectiveness of the printed word in its school community.
2. "Task Force H" will analyze the needs of the community as indicated by the public relations opinionnaire.
3. "Task Force H" will recommend a sequential distribution of the printed word.

As a result of the opinionnaire this task force contends that the Aurora Public School District has needs that are peculiar to its local school communities. In effect, the printed material produced by Aurora Public Schools is excellent, but there seems to be a lack of involvement in each local school community.

We suggest conducting a survey in each school area to determine needs, desires, and feelings at the local level. Parents and teachers should join together in a task force effort to analyze the results of the survey and recommend strategies to be used in implementing methods and means of relating publicly. This school-community partnership in the planning and implementation of school programs is essential.

After the survey is conducted and needs are analyzed, a public relations program should be instituted that is tailored to the needs of each particular area. This would be coordinated with the Aurora Public School District's public relations program.

7

It is recommended that the Aurora Public Schools continue to distribute School Reports. Each school could add a single sheet to augment the School Report with items of interest to local people. Comics and cartoons with a local slant and perhaps a column for and by students could be added. A question and answer column involving persons residing in the local district is another suggestion.

The local PTA might develop a monthly bulletin to include items about classes and special projects with students' names mentioned as frequently as possible. Reviews of PTA news, county PTA functions and other items designed to increase parent participation would be appropriate. A monthly calendar of events should be developed including PTA, school and local events.

A brochure giving information about the local school community should be given to trailer court and apartment managers to be distributed to new residents as they arrive. The brochures should also be placed in medical and dental offices, military bases and hospitals, banks, post offices, libraries, and laundromats.

It is the feeling of this committee that brochures are of value to the Aurora Public Schools. Specific brochures or pamphlets should be prepared on school services, special education, health services, and transportation. The processes of teacher negotiations should also be incorporated in a brochure to acquaint the public with the fundamentals of collective bargaining procedures stressing the process of negotiations and the importance of confidentiality.

PRINTED MATERIAL

PUBLICATION	LEVEL	DISTRIBUTION
School Report with additional sheets from each school	District and local	Monthly
PTA information sheet	Local	Quarterly
General information brochure	District	Once in September, replenish in January
Brochure concerning professional negotiations	District	Annually
School Handbook	Local	Annually
Wallet Information	District	Semi-annually
Pamphlets concerning special aspects	District and local	Annually for each selected department*

* i.e., Special Education, Health Services, and Music, for example.

Conclusions. In conclusion, we are greatly impressed with the "printed-word" as implemented in the Aurora Public Schools. By all standards of publication and attractiveness the printed messages are successful.

According to the opinionnaire, however, a number of Aurorans are not reading, nor do they care to read, the central office publications. It is due primarily to these findings that we have established the rationale which gives support to the objectives and the strategy of this report.

We are confident that the Aurora Public Schools will continue its fine job of publishing "the word", and we are hopeful it will localize its efforts in determining what will be printed.

This task-force endeavor has been most rewarding to us, and we are, once again, hopeful that it will have worthy feedback value to the Aurora School System.

Respectfully submitted:

Task Force Group H

Michael Severino, Chairman
Ruth Womack, Recorder
Leo Davey
Joan Hodgkinson
Elsie Swensen
Monica Walker

Task Force Group I--A System for Using the Spoken Word

Introduction. In compiling this report on the Spoken Word the members of Task Force I have established a number of principles which they feel to be part and parcel of a public relations program for schools.

In its major proposal the task force suggests the formation of a Speaker's Bureau by the Aurora Public School System. Such a bureau would include a variety and far-reaching assemblage of individuals and organizations.

Finally, the Task Force offers, as a guide, a "calendar of ideas and events" which it feels can serve as one method of establishing a policy regarding procedure, (a plan of action, so to speak), in utilizing the spoken word in the public relations program of the schools.

As a foundation for this report the Task Force introduces the following quotation with respect to the need for, and the importance of, the spoken word in public relations.

> Most of the communication among the earth's people is on the person-to-person level and this is the most effective. Let those two facts stand out tall and bold because their implications for increasing public understanding of schools is fundamental and immense. While media-to-person messages are prolific and powerful, they are neither so numerous nor so effective as the billions of personal acts and conversations which each day influence such a major portion of people's impressions, feelings and actions.
>
> These face-to-face communications are so common and universal that their primary and massive importance is too frequently overlooked, especially by teachers and administrators who feel urgent needs for more communication with people they seldom or never meet. This tendency is particularly common among those of us who

> feel a need for making better use of the mass media--press, radio, television, motion pictures. However, for three reasons, thorough understanding of the major role played by person-to-person messages in our communications structure is especially useful to educators.
>
> First, this is the most widely used and effective form of communication. It is a two-way process which provides an abundance of feedback. It is usually combined with acts and gestures which clarify and reinforce the meanings of the words used...by the influence of personal association. Secondly, in the normal course of our work we encounter many face-to-face situations. In committee meetings, lunchrooms, hallways, parent-teacher conferences, stores, and social gatherings we have many opportunities to chat with colleagues, parents and other citizens. Thirdly, the impact of education on the daily living of many people makes it a natural and inevitable subject of conversation among parents, other voters, and children who in a few years will be parents and voters.*

Principles in School Public Relations. The formulation of a set of principles should be among the first items of business in establishing a public relations program.

The Task Force feels that the principles, although admittedly incomplete, listed below should be included:

1. The desirability and value of sending home a happy child is of prime concern.
2. The public relations value of every person connected with the schools should be recognized.
3. Teachers and all other school personnel should be utilized as much as possible.
4. The "open door" policy needs to be stressed at all times and to all people concerned.

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*Gordon McCloskey, Education and Public Understanding (New York: Harper and Row, 1967), p. 78.

5. Never lose sight of the ongoing nature of public relations.
6. Those interested in public relations are constantly aware that all school personnel are public relations people everywhere, anytime, all the time.
7. A primary purpose of public relations is to interpret the philosophy of the schools and explain new techniques and programs. This requires a well informed staff.
8. Public relations is important for each school. The staff can and should strive to establish the positive qualities of the program.

The Speaker's Bureau. A major proposal of the Task Force is the formation of a Speaker's Bureau to serve as a ready resource of well informed persons able and willing to speak on innumerable topics concerning the schools.

The reasons for such a bureau, may, on the face of it, seem apparent. However, it is felt that the following statements could be included in justifying such a group.

1. Speakers would be drawn from administrators, the Central Office staff, students, graduates, school board members, certified and classified personnel, and lay people.
2. Bureau members would be available to business groups, parent and student organizations, fraternal and civic groups, and churches and other groups desiring information.
3. A program of orientation for Bureau members would be vital to ensure maximum effectiveness.
4. The compilation of a membership list of the Bureau with provision for periodic revision is essential. Such

publication would identify the membership as to name and to special qualifications and interests.

5. The spoken word can be utilized in a variety of ways and its effect enhanced by the wide assortment of ancillary equipment available today. Of these, the following should be investigated as to their use in specific situations and under various conditions: film clips, film strips, 2 x 2" and 8 mm. slides, 8mm. and 16mm. moving pictures, opaque and overhead projectors, audio and video tapes, phonograph records and, last but not least, the telephone.

A Plan of Action. The success of the endeavor depends largely on the plans that are made to achieve its goals. One such "plan of action" is suggested below.

It should be borne in mind that this proposal, in the form of a calendar, is a guide, and only a guide. Variations and/or additions to the proposal would be commensurate with the specific requirements of the district and the schools therein. The importance of setting up some plan, however, cannot be emphasized too strongly.

September:

Conduct an inservice program on public relations for every staff member at all levels.

Begin organization of the Speaker's Bureau.

October:

Back to School Night (These should be creative in nature... not pedantic).

Inservice for Speaker's Bureau members.

Begin to disseminate information about Speaker's Bureau to the public.

November:

Activities involving American Education Week.

Develop tapes, slides, films, and other aids for use of panels, PTA, and the Speaker's Bureau.

December:

Involve parents with Holiday activities.

January:

Parent-Teacher conferences preceded by inservice training for certified personnel.

February:

Each teacher makes five (5) positive telephone calls to parents.

March:

Fine Arts Festival.

April:

Colorado Education Week (Informal open-house is recommended).

May:

Orientation for new families and students for coming year.

June:

Evaluation and revision of public relations program for the year. Recommendations for the coming year's activities.

July:

Begin implementation of program for next year.

August:

Prepare materials for use of Speaker's Bureau.

Summary. To be effective, a good public relations program must recognize that communication is a two-way process. The spoken word is only as effective as the willingness of the speakers to receive, and properly interpret, the feedback.

Respectfully submitted:

Task Force Group I

R. Keith Munsey, Chairman
George DiTirro, Vice-Chairman
Ida Hastings, Recorder
Gene Albo
Garde Baldwin
Colin Conway
John Dale

Task Force Group J--A System for Special Campaigns and Projects

In a recent poll conducted in the Aurora School District, indications were that the public, in general, was pleased with the educational efforts in the district, but also wanted to know more about the total educational picture. In an attempt to better inform the Aurora public as to "What's going on?", Task Force J has outlined the following special campaign.

Campaign. To inform people in the Aurora School District of one aspect of the school picture: Negotiation Procedures.

Frame of reference. We want to reach all publics of the Aurora area and have decided to highlight the concept of people in order to do this. Therefore, we chose: Negotiations--A Whole New Ball Game.

Problems that the committee foresees in such a campaign:

1. The general public lacks information on this subject.
2. It is a controversial and often emotion-packed topic.
3. Rumors start easily because of secret sessions.
4. Personal views should not enter the data, only facts.
5. It will be difficut but necessary for both sides of the negotiation procedures to see the value in bilateral and objective dissemination of information once negotiation procedures begin.

A Plan of Attack.

1. Preconditioning for the purpose of promoting interest in our campaign issue would follow this procedure.

a. A minor part of an opinionnaire to be distributed in the Aurora area should include a couple of items asking: Where do you receive pertinent information about negotiations? What attitudes do you presently have about negotiation procedures?

b. A bulletin in the first issue of the School Report would contain an introduction similar to this sample.

> Because of the expanding school population and the booming economy, teachers, school administrators and school boards are now faced with a crucial typical problem: How can the school budget keep up with inflation and still provide quality education? One suggested solution is collective negotiations, but too many people associate negotiations with old-time, hardline union tactics. But times change, and we would like to present you information relative to teacher-board negotiations from the standpoint of 'It's a whole new ball game'.

This bulletin would be endorsed by the superintendent, the teachers' representative, and the school board's representative. The bulletin would describe briefly the information which will be forthcoming and where it will be found in additional bulletins. An advantage of using the School Report is that it is a familiar and recurring source of information about school life.

c. All preconditioning materials should be distributed throughout the entire community. Therefore, this committee would recommend that the School Report increase its circulation to accomplish this purpose.

2. The negotiation leaflet--A highly informative and appealing negotiation leaflet would be used to gain Aurora's undivided attention and to saturate the community with negotiation facts and procedures.

The leaflet might follow the Life concept--easy to read and attractive, or it might be strictly confined to written facts about negotiation steps and principles. A combination of both could also be used.

The content of the information tool used would be the following:

a. The need for negotiations.

b. Steps in negotiation.

c. Principles of negotiation.

d. An index of negotiation terms, such as: arbitration, collective bargaining, fact finding, impasse, legal counsel, mediation, third party.

e. Notices of information forthcoming in the School Report about negotiation developments throughout the year.

f. Publish agreements between board and teachers.

3. Additional School Report bulletins will be used. These bulletins will include news about negotiation developments as analyzed and agreed to by both parties.

Since the information to be presented will depend upon the stages of negotiation throughout the year, the timing will be flexible.

4. Other media to be used in the campaign:

   a. Newspapers will be sent releases and briefings concerning negotiation developments.

   b. Radio stations will be sent releases and briefings. They might also be used for panel discussions.

   c. The PTA might sponsor panels, speakers, and/or question-answer sessions about negotiations.

5. Leadership of the campaign

   a. Citizens Committee for Community Relations.

   b. A school board representative.

   c. A representative from the Teachers' Association.

   These people will work in conjunction with the Public Information Office of the district, formulating the methods and materials to be used in the campaign.

6. Evaluation

   - Is there an over-all plan of public relations containing specific goals?
   - Is the program designed specifically for the community?
   - Is the program democratically planned and executed with the cooperation of all groups concerned?
   - Have we provided for two-way communication, observing feedback that might come from letters to the editor, school phone calls, opinionnaires, and the like?
   - Are we sure we have reached the entire community?
   - What is the reaction to the negotiations?
   - What reaction, if any, has there been to our campaign?

7. Carrying on teacher-board of education negotiations in closed sessions presents special problems, but opening the bargaining sessions to the press is not the answer. Reports from either of the bargaining parties may conceivably be biased, or may be subject to other interpretation. One must balance the right of the people to be informed, on the one hand, with the right of the parties to privacy during the bargaining process, on the other. This is never an easy task. The challenge should make of public relations an exciting pursuit in the months ahead.

Respectfully submitted:

Task Force Group J

Jim Hart, Chairman
Campbell Witherspoon, Jr.
Vice-Chairman
Genie Pedersen, Recorder
John Crudge
John Cummins
Nancy Lahan
Dale Neher

APPENDIX A

THE QUESTIONNAIRE

THE QUESTIONNAIRE

1. Are you a real estate property taxpayer in the Aurora Public School District? (Do not include car taxes)

Yes	No	No Opinion

2. Do you have children enrolled in the Aurora Public Schools?
If yes, what grades? _____

3. How long have you lived in the Aurora Public School District?

Less than one year ____ One to three years ____
Three to five years ____ Five to ten years ____
More than ten years ____

4. Do you know as much about the schools as you would like to?
COMMENTS:

Yes	No	No Opinion

5. Do you feel free to talk with the teachers and principals of your schools?
COMMENTS:

Yes	No	No Opinion

6. Who is the principal of the school in your area? _____ Don't know _____

7. In contacts with school personnel have you been well treated?
COMMENTS:

Yes	No	No Opinion

8. Do you feel the teachers use the best methods and techniques?
COMMENTS:

Yes	No	No Opinion

Yes	No	No Opinion

9. Are you satisfied with the school practices regarding homework?
COMMENTS:

10. Where do you get most of your information regarding the Aurora Public Schools?

Children ____, Newspapers ____, (Advocate ____, Star ____, Rocky Mountain News ____, Denver Post ____, Other ____), School Publications--student ____, School Publications--school ____, Board of Education Meetings ____, PTA meetings ____, Speakers ____, Other ____, "School Report" brought home from school ____, Neighbors____.

Yes	No	No Opinion

11. Do you approve of the present primary school organization using Levels I through VII as compared to the previous organizations of Grades Kindergarten through Grade 2?
COMMENTS:

Yes	No	No Opinion

12. Are you in favor of changing the school program to have elementary schools for grades Kindergarten through 5, developing a Middle School for grades 6 through 8, and having a four-year high school?
COMMENTS:

Yes	No	No Opinion

13. Are you satisfied that the school buildings in Aurora are available for community use?
COMMENTS:

Yes	No	No Opinion

14. Do you feel the school buildings and school grounds are well maintained?
COMMENTS:

15. Do you believe the two swimming pools, one at Central High and one at Hinkley High are necessary for physical education?
COMMENTS:

Yes	No	No Opinion

16. Are you satisfied with building additions and school designs?
COMMENTS:

Yes	No	No Opinion

17. Are you satisfied with the school transportation system as provided?
COMMENTS:

Yes	No	No Opinion

18. Are you satisfied with the extra-curricular activities in the school?
COMMENTS:

Yes	No	No Opinion

19. Do you feel the Aurora teachers are adequately trained?
COMMENTS:

Yes	No	No Opinion

20. Do you believe a technological-vocational program should be developed in Aurora?
COMMENTS:

Yes	No	No Opinion

21. Are you satisfied with the school lunch program?
COMMENTS:

Yes	No	No Opinion

Yes	No	No Opinion

22. Do you believe that the majority of young people in this community are taking advantage of the education opportunities offered?
COMMENTS:

23. Who is the superintendent of schools?

Ingraham ____ Hinkley ____ Don't know ____
COMMENTS:

24. Who are the present members of the school board?

Hughes ____ Mrachek ____ Burt ____ Krieger ____
Craig ____ Schisler ____ Other ____ Don't know ____
COMMENTS:

Yes	No

25. Did you vote in the election for school board members in May?
If no, why not?

26. How much are school board members paid?

Nothing ____ Something ____ Amount _____

Yes	No

27. Did you vote in the last school bond election in March, 1969?

If no, why not?

Yes	No	No Opinion

28. Do you feel that the school board is spending your "tax dollar" wisely?
COMMENTS:

29. Do you feel that school taxes in this district are fair to the real estate property tax payer?
COMMENTS:

Yes	No	No Opinion

30. Are you an active member of your school's PTA?

No children in school _____

Yes	No

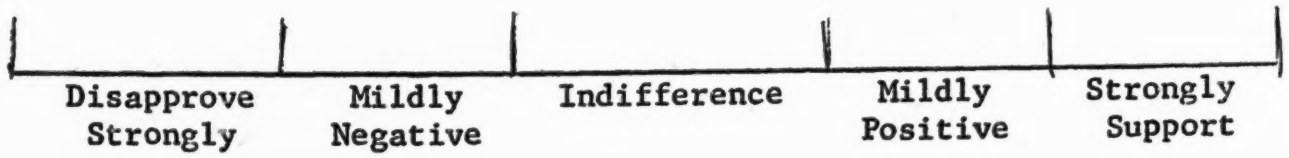
31. Does the school district have any citizens committees organized?
COMMENTS:

Yes	No

32. Generally, are you in favor of the present program of education in the schools, or do you see some need for change?
Favor present program ____ See need for change ____
No Opinion ____
COMMENTS:

RESEARCHER'S REACTION

General Attitude of interviewee towards public schools in Aurora:



How do you think interviewee voted on bond issue?

For the Bonds ____ Against the bonds ____ Did not vote ____

Your recommendation as a field worker on how to better communicate with this person.

Other reactions either your own or interviewee's.

APPENDIX B

FINDINGS FROM THE SURVEY

SELECTED FINDINGS FROM THE SURVEY

4. Do you know as much about the school as you would like to?
N-213

		Yes	%	No	%	No Opinion	%
Single Family	A	24	50	21	44	3	6
Faculty	B	13	58	12	36	2	6
Apartments	C	12	25	25	52	11	23
Trailers	D	18	38	22	46	8	16
Business	E	15	36	26	62	1	2.4
TOTAL SAMPLE		82	38.5	106	50	25	11.5

5. Do you feel free to talk with the teachers and principals of your schools?
N-225

		Yes	%	No	%	No Opinion	%
Single Family	A	38	79	3	6.5	7	14.5
Faculty	B	27	82	3	.9	3	9
Apartments	C	20	41	7	16	21	43
Trailers	D	18	38	18	45	9	17
Business	E	34	66	7	14	10	20
TOTAL SAMPLE		137	61	38	17	50	22

7. In contacts with school personnel have you been well treated?
N-226

		Yes	%	No	%	No Opinion	%
Single Family	A	41	85	1	2	6	13
Faculty	B	25	76	4	12	4	12
Apartments	C	16	35	1	2	29	63
Trailers	D	32	67	4	8	12	25
Business	E	39	76.5	-	-	12	23.5
TOTAL SAMPLE		153	67.5	10	4.5	63	28

9. Are you satisfied with the school practices regarding homework?
N-227

		Yes	%	No	%	No Opinion	%
Single Family	A	23	48	14	29	11	23
Faculty	B	19	58	8	24	6	18
Apartments	C	9	18	8	16	31	66
Trailers	D	25	54	11	23	11	23
Business	E	22	43	7	14	22	43
TOTAL SAMPLE		98	43	48	21	81	36

11. Do you approve of the present primary school organization using Levels I through VII as compared to the previous organizations of Grades Kindergarten through Grade 2?
N-220

		Yes	%	No	%	No Opinion	%
Single Family	A	17	35	6	12.5	25	52.5
Faculty	B	15	45	2	6	16	49
Apartments	C	9	18.75	6	12	33	79.25
Trailers	D	27	61	7	14	12	25
Business	E	10	22	13	29	22	49
TOTAL SAMPLE		78	35.5	34	15.5	108	49

12. Are you in favor of changing the school program to have elementary schools for grades Kindergarten through 5, developing a Middle School for grades 6 through 8, and having a four-year high school?
N-228

		Yes	%	No	%	No Opinion	%
Single Family	A	18	37.5	17	35.5	13	27
Faculty	B	16	49	9	27	8	24
Apartments	C	26	54	4	8	18	38
Trailers	D	24	51	13	27	11	22
Business	E	21	41	10	20	20	39
TOTAL SAMPLE		105	46	53	23.5	70	30.5

13. Are you satisfied that the school buildings in Aurora are available for community use?
N-228

		Yes	%	No	%	No Opinion	%
Single Family	A	31	64.5	7	14.5	10	21
Faculty	B	22	67	7	21	4	12
Apartments	C	25	52	2	5	21	43
Trailers	D	32	67	3	6	13	27
Business	E	35	69.5	4	8	12	23.5
TOTAL SAMPLE		145	64	23	10	60	26

14. Do you feel the school buildings and school grounds are well maintained?
N-219

		Yes	%	No	%	No Opinion	%
Single Family	A	41	85.5	5	14	2	4.5
Faculty	B	25	75	5	15	3	10
Apartments	C	38	79	-	-	10	21
Trailers	D	44	93	1	2	2	5
Business	E	37	86	4	9	2	4
TOTAL SAMPLE		185	84.5	15	68.5	19	53

15. Do you believe the two swimming pools, one at Central High and one at Hinkley High are necessary for physical education?
N-228

		Yes	%	No	%	No Opinion	%
Single Family	A	34	71	8	17	6	12
Faculty	B	24	72	6	18	3	10
Apartments	C	37	77	3	7	8	16
Trailers	D	40	78	3	7	5	11
Business	E	34	67	8	16	9	18
TOTAL SAMPLE		169	74	28	12	31	14

17. Are you satisfied with the school transportation system as provided?
N-228

		Yes	%	No	%	No Opinion	%
Single Family	A	8	17	10	21	30	62
Faculty	B	11	34	10	30	12	36
Apartments	C	13	27	3	6	32	67
Trailers	D	19	40	12	25	17	35
Business	E	16	31	8	16	27	53
TOTAL SAMPLE		67	29	43	19	118	52

18. Are you satisfied with the extracurricular activities in the school?
N-228

		Yes	%	No	%	No Opinion	%
Single Family	A	26	54	7	15	15	31
Faculty	B	22	67	5	15	6	18
Apartments	C	16	33	2	5	30	62
Trailers	D	34	71	5	10	9	19
Business	E	27	53	5	10	10	35
TOTAL SAMPLE		125	55	24	10	79	35

20. Do you believe a technological-vocational program should be developed in Aurora?
N-211

		Yes	%	No	%	No Opinion	%
Single Family	A	43	89	2	4	3	7
Faculty	B	32	97	-	-	1	3
Apartments	C	35	73	-	-	13	27
Trailers	D	33	83	1	3	6	14
Business	E	33	80	8	19	1	2
TOTAL SAMPLE		176	83.5	11	5	24	11.5

21. Are you satisfied with the school lunch program?
N-228

		Yes	%	No	%	No Opinion	%
Single Family	A	32	67	4	8	12	25
Faculty	B	23	70	6	18	4	12
Apartments	C	13	27	4	9	31	64
Trailers	D	31	65	3	6	14	29
Business	E	25	49	3	6	23	45
TOTAL SAMPLE		124	54	20	9	84	37

22. Do you believe that the majority of young people in this community are taking advantage of the education opportunities offered?
N-219

		Yes	%	No	%	No Opinion	%
Single Family	A	24	50	12	25	12	25
Faculty	B	17	51	9	27	7	22
Apartments	C	10	21	19	39.5	19	39.5
Trailers	D	24	52	14	30	9	18
Business	E	16	39	20	46	7	16
TOTAL SAMPLE		91	41.5	74	34	54	24.5

28. Do you feel that the school board is spending your "tax dollar" wisely?
N-228

		Yes	%	No	%	No Opinion	%
Single Family	A	35	73	6	12.5	7	14.5
Faculty	B	21	64	8	24	4	12
Apartments	C	25	52	2	5	21	43
Trailers	D	28	59	7	14	13	27
Business	E	28	55	10	20	13	25
TOTAL SAMPLE		137	60	33	10	58	30

32. Generally, are you in favor of the present program of education in the schools, or do you see some needs for change? Favor present program; See need for change; no opinion--
N-227

		Yes	%	No	%	No Opinion	%
Single Family	A	22	46	18	37	8	17
Faculty	B	9	28	20	60	4	12
Apartments	C	9	18	17	35	22	47
Trailers	D	14	28	21	47	12	25
Business	E	17	33	25	50	[illegible]	18
TOTAL SAMPLE		71	31	101	44.5	5[illegible]	16.5

APPENDIX C

PARTICIPANTS IN THE WORK CONFERENCE

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1. Gene Albo
   1330 Scranton
   Aurora, Colorado 80010

2. Garde Baldwin
   2221 Oakland
   Aurora, Colorado 80010

3. Richard Conklin
   7496 Turner Drive
   Denver, Colorado 80221

4. Colin Conway
   110 East Easter Avenue
   Littleton, Colorado 80120

5. John Crudge
   2500 Cherry Street
   Denver, Colorado 80207

6. John Cummins
   1083 Tucson
   Aurora, Colorado 80010

7. John Dale
   1179 Salem
   Aurora, Colorado 80010

8. Leo Davey
   901 Eagle
   Akron, Colorado 80720

9. George Ditirro
   6030 Flower Street
   Arvada, Colorado 80002

10. Harry Ewing
    Box 127
    Morning Sun, Iowa 52640

11. Robert Hall
    2309 Dahlia
    Denver, Colorado 80207

12. Jim Hart
    4001 East Ellsworth Ave
    Denver, Colorado 80222

13. Ida Hastings
    319 South Jefferson
    North Platte, Nebraska 69101

14. Joan Hodgkinson
    2321 S. Race, #101
    Denver, Colorado 80210

15. Alberta M. Jesser
    750 South Harrison Street
    Denver, Colorado 80209

16. Ali Joseph
    591 East 80th Avenue
    Denver, Colorado 80229

17. Nancy Lahan
    136 Clyde Avenue
    Syracuse, New York 13207

18. Kirby McIntosh
    1358 South Fairfax
    Denver, Colorado 80222

19. Keith Munsey
    State University at Albany
    1400 Washington Avenue
    Albany, New York 12203

20. William A. Murray, Jr.
    18011 East 14th Drive
    Aurora, Colorado 80010

21. Dale Neher
    304 East Sixth Street
    Manchester, Indiana 46962

22. Reita Noble
    3131 East Alameda Avenue, Apt. #302
    Denver, Colorado 80209

23. Jo Parrott
    1963 South Downing
    Denver, Colorado

24. Geneva Pedersen
    1907 East Wood Place
    Milwaukee, Wisconsin 53211

25. Mike Severino
    3723 Simms Street
    Wheatridge, Colorado 80033

26. Patricia Shepherd
    1320 South Fillmore
    Denver, Colorado 80210

27. Donna Smith
1822 Tenth Street
Columbus, Nebraska 68601

28. Elsie Swensen
1382 South Josephine Street
Denver, Colorado 80210

29. Robert W. Thibodeau
3104 South Clayton
Denver, Colorado 80210

30. Monica Walker
Route 2 - Box 48
Minatare, Nebraska 68725

31. Richard White
422 Hacktorning Drive
Security, Colorado 80911

32. O. Tom White, Jr.
Madison Heights Jr. High School
4602 Madison Avenue
Anderson, Indiana 46013

33. Campbell Witherspoon, Jr.
10870 Linda Vista Drive
Denver, Colorado 80215

34. Ruth Womack
124 Rainbow Place
Colorado Springs, Colorado 80906

35. Don Wright
Box 213
Calhan, Colorado 80808